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ABSTRACT

This report is the first in a series describing the background, theory, and progress of the Differentiated Staffing Project in the Eugene, Oregon, School District. This particular report reviews the history of the project and outlines the organizational structure that has emerged and developed in the experimental elementary schools. A number of questions both practical and theoretical pertaining to the unitized elementary school and differentiated staffing are discussed. The report also includes the rationale for further study of organizational innovations and pinpoints some of the implications for patrons, students, and educators in Eugene School District 4J, should it be decided to continue experimentation and implementation of this organizational structure and staffing pattern. (Author)

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PROGRESS REPORT NO. 1

TITLE:

"Unitized Structure and Differentiated Staffing in the Elementary School"

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FOCUS ON:

STRUCTURE AND STAFFING

January, 1972

PURPOSE

This report is the first in a series describing the background, theory, and progress of the Differentiated Staffing Project in the Eugene School District. This particular report reviews the history of the Project and outlines the organizational structure that has emerged and developed in the experimental elementary schools. A number of questions both practical and theoretical pertaining to the unitized elementary school and differentiated staffing will be discussed. The report also includes rationale for further study of organizational innovations and pinpoints some of the implications for patrons, students, and educators in Eugene School District 4J, should it be decided to continue experimentation and implementation of this organizational structure and staffing pattern. Later reports will discuss specific components of the project such as leadership personnel, teaching assistants, and in-service training efforts, as well as the project's effects on instructional changes and students. Each report will also include the DS Coordinators' recommendations to the Board.

IN PERSPECTIVE

The organizational patterns found in most schools today were not consciously designed to serve contemporary students, staff members, and current educational objectives. Instead, they are relics of an earlier era that have not changed to fit the changing times. These patterns were appropriate when they were created years ago, as educators responded to demands for free public education for all children. The objective then was to teach identical curricula, mainly basic skills, to large numbers of students at the same time and in an efficient manner. The organizational patterns created to serve this

objective were the self-contained classroom, inflexible class periods, and fixed ratios of pupils-per-teacher.

A second reason why these organizational patterns exist is evident: educators looked to industry for models of "efficient organization." In copying these models, educators adopted the assumptions of classic organizational theories. Specifically, the hierarchy of roles and authority usually found in schools reflects three assumptions. First, it was assumed that an effective organization had clearly and narrowly defined goals. Second, it was assumed that strict rules were needed to protect subordinates from superiors and to protect the organization from the arbitrary whims of human beings in general. Third, it was assumed that man had a natural revulsion against work. Therefore, he had to be motivated by extrinsic rewards and punishments, and he needed constant supervision.

In short, the organizational patterns of most schools today are either obsolete or are copied from models that are inappropriate to education. Schools today are not the same as schools fifty years ago. Neither are they factories producing "assembly-line education." The world has become more complex, as have the demands on education, so the goals of education have become multi-faceted and flexible. If not, they should be. The curriculum now includes considerably more than basic skills, and many different segments of the population are demanding that education be tailored to fit their needs. For these reasons, an organizational pattern that keeps one teacher and 25-30 students isolated in a self-contained classroom places an unreasonable burden on that teacher, who cannot hope to have all the resources and knowledge needed to educate those students.

If it is agreed that change must occur, the question is this: "What processes of change actually produce improvement in the classroom?" One thing is clear. Changes begun at the top of the hierarchy do not necessarily change what actually goes on in classrooms. "Strict rules" or standard operating procedures are unproductive unless people actually implement them. For example, many promising new programs of the past decade--the new math, the new social studies, inquiry techniques, and so on--have left public education relatively unchanged. Innovations may be adopted here and there, but the total educational system has not been significantly affected.

The Differentiated Staffing Project in Eugene circumvents this latter difficulty by offering schools an organizational model that facilitates change. It also provides an Organizational Development training program to give educators needed skills and the opportunity to participate in setting goals and implementing new procedures.

In summary, the crisis in education today is in large part a crisis of organization. Educators have become trapped by organizational arrangements created not to serve them but to serve their predecessors. The traditional, inflexible school organization prevents educators from using the human resources of students and adults alike to make learning exciting and productive. Consequently, the basic problem of organization inflexibility became the primary focus of the Differentiated Staffing Project in Eugene.

HISTORICAL BACKGROUND AND PROJECT PROCEDURES

In September, 1970, a new pattern of staffing and school organization was implemented at Parker, Spring Creek, Laurel Hill,

Meadow Lark and Edgewood Elementary Schools. This made Eugene one of the pioneering school district in the United States experimenting with the differentiated staffing concepts.

Why and how did this effort come about?

The impetus for Eugene's interest in an experimental school organization and staffing pattern originated from two sources. During the salary negotiations of 1967-68, it was agreed upon by the Teachers' Consultation Committee and the Board of Directors to appoint a joint teacher-board committee to look into a relatively new educational concept--differentiated staffing. Mutual interest was evident; the Board perceived the "merit pay" implications and the Eugene Education Association saw opportunities to develop a new career plan which would encourage teachers to take on increased responsibility and receive recognition for it. The committee recognized the possibilities in this staffing concept to achieve some of their long-range educational objectives more effectively. They advised hiring part-time personnel to conduct an extensive feasibility study during the 1969-70 school year. Two half-time project cocrdinators were subsequently employed for this task.

Charged with the responsibility of conducting a Differentiated Staffing feasibility study, the DS Coordinators more specifically defined the foci and objectives of the first phase of study as threefold. First, search of the literature for the theoretical basis of differentiated staffing arrangements and unitized school organizations was needed. Second, a few school districts already had initiated experimental projects and much could be gained from visiting and talking to individuals associated with those projects. Third, in the spirit

of involving teachers in the decision-making process, it was decided to explore the concept with as many educators in the district as possible. It was agreed that district staff members could be invaluable sources of ideas and opinions about practical implications and problems of implementation of any new organizational or staffing pattern.

The survey of literature revealed that the major interest and attention for differentiated staffing and the unitized school was coming from several different groups, working independently but with similar goals. One group was implementing some of the staff utilization work done by Dwight Allen and others. In essence, they were attempting to provide more flexible school settings. Differentiated staffing appeared to be a logical extension of this group's concern with team teaching and modular scheduling.

The second interest was with Herbert Klausmeier and others at the Wisconsin Research and Development Center for Cognitive Learning. They have been instrumental in trying to develop an organizational setting that would afford more efficient pupil learning.

The third group included a variety of people working in social psychology, sociology, and industrial management. Along with many others, Warren Bennis, Matthew Miles, Richard Schmuck, and Philip Runkel were interested in organizational theory and the processes of change in formal organizations. Their concerns could be translated to the school setting--particularly, the ideas of planned change, organizational development, and self-renewal.

In 1969, there were several other differentiated staffing projects in the country. Portland and Beaverton, Oregon, and Kansas City, Missouri were three projects funded by the U. S. Office of Education.

Temple City, California, had received outside funds from a private agency. Visits to each of these sites were made by the project coordinators in the early phase of the study. Educators in these experiemental districts provided fresh perspectives on the problems of implementing new staffing and organizational structures.

While the literature was being reviewed and visits to other projects were being made, interviews, presentations, and discussions with Eugene staff members and district decision-making groups were being conducted. District awareness and feedback programs were conducted with two high school staffs, three junior high schools and twenty-one elementary schools. The Eugene Education Association was kept informed and was consulted particularly in the areas of professional economics and professional standards. The visits to the school staffs were somewhat consistent in their format. The intent of the Coordinators was to gain ideas and feelings from teachers about two issues - What were the most prevalent needs of the district's schools? What did teachers think about the possibility of differentiated staffing in the district? The large majority of staff members throughout the schools agreed that the major problem was their inability to cope with the numerous innovations introduced during the previous decade. There was general agreement that new ways of organizing the schools should be sought. Many staff members indicated that they were in favor of experimenting with new methods of organization, new positions of leadership, and new attempts at teaming. Nearly unanimous agreement was given to the idea that teachers needed to be taught how to work together more effectively and efficiently. Several pieces of data were collected during the "awareness and search" phase

of the project that convinced the coordinators the district could profit from an experimental program in differentiated staffing.

1. There were several elementary staffs that demonstrated:
   a) an interest to work with a kind of staffing arrangement which included teaming;
   b) a willingness to differentiate teaching roles and allow some of the staff to assume more leadership with extra pay for the additional responsibility,
   c) a willingness to allow paraprofessionals to assume some of the roles now assumed by the regular classroom teacher.
   d) an interest to work with beginners in both the paraprofessional and professional ranks,
   e) a willingness and interest to serve as a pilot school, allowing others to observe and serving as a cadre to disseminate ideas to other buildings.
   f) a willingness to go through a training program of planned experiences in group problem-solving, interpersonal relations, organizational problem solving and communication skills.
2. The Board of Directors and Administration were interested and willing to allocate appropriate funding from district resources to carry out an experimental project.
3. The Eugene Education Association was willing to support and work toward a differentiated salary schedule. Teacher leaders were willing to allow the pilot schools to operate

under a different salary arrangement than others in the district during the experimental phase of the project.

Even though interest in the differentiated staffing pattern was high, it was thought by the DS Coordinators that many elements needed to be considered and tested before suggestions could be forthcoming for total district implementation. Thus, the Coordinators recommended to the administrative staff, the Eugene Education Association, the Board of Directors, and teachers that an experimental program be established and initial implementation be limited to pilot schools. These schools would test the several components inherent in the differentiated staffing pattern. Three major components were identified for development, implementation, and testing. It was recommended:

1. That the structure of the pilot elementary schools be changed from the present self-contained structure to a unitized or team format;
2. That leadership-teaching positions be created in the pilot elementary schools to provide teachers with leadership in curriculum development, supervision of teacher trainees, and overall coordination of teaching units;
3. That a number of paraprofessionals be employed in the pilot schools as teaching assistants to work with teachers and students.

Working at the same time and independently of the Eugene DS Project, Richard Schmuck and Philip Runkel in the Center for the

Advanced Study of Educational Administration at the University of Oregon, foresaw that more and more elementary schools would be characterized by the unitized structure. They believed that new school organizational structures would require establishing more effective communication among staff members and more efficient group problem-solving procedures. The CASEA strategy was to provide a training program called Organizational Development that would assist teachers in unitized schools in the establishment of these two goals. In February, 1970, they made formal request of the district for some elementary schools where they could test out the effectiveness of their training program. Consequently, through a series of meetings and planning sessions held in February and March between the DS Coordinators and CASEA staff, it was decided to establish a collaborative working arrangement between the two projects, Unitized School and Differentiated Staffing. The Eugene district would provide the experimental schools and the CASEA staff would provide the training program. It should be noted here that because of this arrangement with CASEA, the district was saved considerable cost in not having to hire outside consultants to provide the training.

In March, 1970, all thirty-one elementary schools in the district were notified that an experimental project in Differentiated Staffing would be conducted during the 1970-72 school years. School principals were encouraged to submit the names of their schools if their staffs were interested, and the school could meet the criteria for selection. The criteria were:

1. Nearly unanimous interest expressed in Differentiated Staffing and Unitized structure by staff members.

2. Willingness of the total staff to participate in an extensive training and development program;
3. Willingness of the total staff to serve as an experimental school for innovation and research purposes;
4. Willingness of the building principal to share leadership responsibilities with a core of leadership personnel in the building;
5. Desire to continue participation in the University of Oregon and Eugene District intern-teacher program, in order to test the teacher education variable related to the differentiated staffing concept;
6. Existence of a community population that afforded a mixed, yet balanced, socio-economic student population;
7. Existence of physical plant that would allow testing innovative components in both modern and traditional settings;
8. A desire on the part of the project staff to locate in different sized buildings in order to test different variables of the same differentiated staffing components, i.e., one large elementary school (500 plus students) and one medium elementary school (250-499 students).
9. Sufficient openings on the staff in order to allow for the proper recruitment and selection of leadership personnel.

Several schools submitted requests for consideration. In April the project coordinators along with the district directors and a

representative from CASEA met and selected Parker and Spring Creek as the two experimental schools. It was agreed that these two schools would receive three Curriculum Associates, or team leaders, paraprofessional personnel, and the organizational training for the entire staff. It was further decided that four other schools would each receive some of the resources of the project but not the same amount as Parker and Spring Creek. Meadow Lark and Laurel Hill received increments for Curriculum Associates, the training program for a small steering committee, and some additional summer workshop time for the entire staff. Howard and Whiteaker received the training program for a steering committee and some follow-up training from CASEA.

In March, 1970, a request was received from the U. S. Office of Education urging the district to submit a proposal asking for funds to participate in an Arts Oriented Education Program. USOE was desirous of finding five districts in the United States that would establish experimental schools. The major question posed of these schools was: Is it possible to reconstruct the educational program and the administrative climate of the school in order to humanize the setting and bring the arts and other instructional areas of effective learning into parity with cognitive aspects of the school program? Since the district was in the process of establishing a number of Unitized Differentiated Staffing schools, it was decided to use this same organizational and staffing model in the arts centered school. A proposal was written and accepted by USOE. Edgewood Elementary School was selected to serve as the pilot school in this project. Arrangements were made with CASEA to serve as consultants and provide Organizational Development Training for the total staff. Consequently, Edgewood has been considered one of

the Unitized, Differentiated Staffing Schools. Its structure is a little different since it has, in addition to Curriculum Associates and paraprofessionals, special arts personnel. It also has some curriculum objectives that are different. Essentially, the overall staffing model is the same as the Differentiated Staffing Project Schools.

ORGANIZATIONAL STRUCTURE AND STAFFING PATTERNS

With the historical perspective of the DS project in mind, this section describes in detail the various components that comprise the experimental schools in Eugene. Specifically, attention is paid to the new organizational structure--The Unitized School--and to differentiated staffing patterns and roles. Additional details on roles, the OD training program, and instructional programs will be discussed in the following four reports.

The Unitized School

The Unitized School focuses on the cooperative and interdependent activities of teachers. A Unit or team of persons working with students provides the alternative to the self-contained classroom organization. Each of the experimental schools is organized into instructional Units. At Spring Creek, Meadow Lark, Parker, and Edgewood, three Units exist in each school. There are approximately 150-180 students in each Unit, with 6 and 7 year olds in Unit III.

Laurel Hill, the fifth school, is smaller in student population. Two instructional Units have been created here: 6-8 year olds in Unit I and 9-11 year olds in Unit II. The Unit rather than the classroom becomes the focus for instruction with a team of staff members cooperatively

responsible for planning and carrying out the instructional program in the Unit. Each instructional Unit is led by a Curriculum Associate and has supportive services from a Teaching Assistant.

The Unit arrangement requires a major change in the teacher's role, and is perhaps the aspect of the Unitized School most strongly resisted and thus most difficult to implement. Perhaps Colemen best summarized this difficulty when he argued that:

> The current conception of the role of the teacher is of an independent entity, operating alone, omnicapable and self-sufficient. For the general public this conception is probably based on the virtually universal experience of classroom life, with its queues for the attention of the focal person, the teacher. (Coleman, 1970)

However, as Coleman continues to point out:

> ....this model of the independent professional is probably obsolete, just as the omnicapable doctor or lawyer or architect is rapidly giving way to the assemblage of specialists... One reason for this change has been the necessity for adopting an organizational pattern which provides for the client a comprehensive array of specialists; a second reason has been to develop a structure which could readily accommodate paraprofessionals to carry out ancillary functions. Educational organizations might well be modified for similar reasons. (Coleman, 1970)

The Unit arrangement, then, organizes the teaching staff in a new way to give each student access to several teachers. The Unit also provides a vehicle for a new style of decision-making, one which involves many staff members in solving problems and making decisions in matters such as staff selection and evaluation, selection of curriculum and instructional programs, and construction of rules to govern working conditions.

The staff's decision-making efforts are focused in the leadership team consisting of Curriculum Associates, the principal and, in

some instances, the counselor or other specialists. The purposes of this team are (1) to provide overall leadership and direction for the school, (2) to coordinate activities so that the total program will have continuity and a clear sense of direction, and (3) to work out school-wide problems such as in-service, scheduling, and use of facilities. The leadership team is viewed as an all-school steering group, establishing direction and linking Unit activities into a more cohesive whole.

It can be seen that teaching Units and the leadership team perform several functions traditionally considered to be part of the principal's role. In the Unitized School, the principal's role is changed and, we think, strengthened. His unique contribution lies in his ability to serve as instructional leader to the CAs and his ability to organize the total school so that efficient instruction can occur. In essence, he is now a convener for his instructional staff and an important linking pin between them and the patrons of the community, and between them and Education Center personnel.

The implications for education resulting from this new way of organizing for instruction are immense. In summary, the Unitized School provides a setting in which

1. effective team teaching arrangements can be facilitated; teachers working interdependently and cooperatively with one another as they help students learn and change;
2. human resources of students and adults alike can be fully realized; the best variety of human potential is put to work to make learning exciting and productive;
3. more effective decision-making processes exist; it is

recognized that different kinds, or levels, of decision must be made in the school where it can be made most expertly. It implies that parents, students, and staff are involved at the appropriate level.

Differentiated Staffing

Differentiated Staffing, as it is being implemented in several parts of the country, generally is defined as a staffing pattern in which several different teaching tasks or roles are identified (i.e., "differentiated"). People with different skills and strengths are then assigned to those roles.

Unlike most other differentiated staffing projects, the Eugene Project has not attempted to create a complex hierarchy of new positions. Instead, efforts have been focused toward creating a staffing pattern which makes possible:

* A specialization of teaching tasks to make teaching more manageable by tapping the variety of talents that exist on a staff.
* The creation of one new leadership position for teachers to provide a career pattern in teaching and to make possible a salary schedule based on leadership rather than longevity.
* The accommodation of Teaching Assistants (paraprofessionals) into the school's instructional program.
* A school that will be more open to change, a school that shows receptivity to searching out and implementing innovative ideas.

Each of these factors is discussed separately in the remainder

of this section.

1. Specialization

The Eugene experimental schools have established working patterns that call for more specialization of labor than is typically found in elementary schools. Specialization does not mean departmentalization which groups teachers by subject area, although some of this may occur. Instead, different kinds and levels of responsibility are defined. The various roles and responsibilities within each teaching Unit include:

a. Curriculum Associate

Each Unit is coordinated by a Curriculum Associate who has three major responsibilities:

* Implementation of curricular innovations in the classroom and modifying them on the basis of day to day experiences. These persons have expertise in one or two major curriculum areas in order to provide assistance and curriculum service to all teachers in the building.
* Coordination of an instructional Unit, or team of staff members, including scheduling, planning, development, and cooperative efforts.
* Supervision of at least one intern teacher and one Teaching Assistant and guidance and direction of all teacher trainees.

b. Staff Teachers

Each Unit includes a number of staff teachers, each of whom has special interests or training to be used by the total team. The major responsibilities of the staff

teacher are to identify specific student needs, to make decisions about what should be taught and how it should be taught, and to carry out instruction.

c. Intern Teacher

Most Units have been assigned an Intern Teacher, who is a participant in the Intern Program sponsored jointly by the University of Oregon and Eugene District 4J. Along with practicum experience in the experimental school, the intern pursues course work at the university. The intern is supervised primarily by the Curriculum Associate, but also receives assistance and supervision from other members of the teaching Unit and the university Clincial Supervisor.

d. Teaching Assistant

Each unit has one Teaching Assistant, a non-certificated person who provides instructional assistance to the certified staff. His main responsibility is to serve as a teaching technician, performing a number of teaching tasks with students.

e. Clerical Aides

Clerical Aides assist Unit members with tasks such as paper grading, copying, duty, etc.

f. Student Teachers

In cooperation with the University of Oregon, one or two student teachers have been assigned to each Unit as a part of their teacher-education practicum experience.

g. Junior High, Senior High, and University of Oregon Tutors

Many Units are assisted by a number of tutors who come from the local secondary schools and the University of Oregon. These persons provide direct contact with students primarily on a tutorial basis.

It has been our conviction that a more precise division of labor is important if the modern elementary school is to successfully fulfill its function. What occurs in the Eugene Differentiated Staffing Schools is specialization along a number of lines. Two examples are illustrative of the possibilities. First, some teachers are developing subject-matter specialization; i.e., one teacher within a team assumes the responsibility for the unit's science instruction. In some cases, one teacher may teach science to all students in the unit, but more often one or two teachers develop lessons for the total unit and then serve as lead teachers as instruction is carried out. A second type of specialization involves working with small and large groups of students or, in one school, supervising and teaching in particular learning centers. A more complete discussion of specialization and learning centers is found in Report No. 5.

2. Creation of A New Leadership Position

Differentiated staffing in Eugene, which provides for a new leadership position in the elementary school, the Curriculum Associate, has potential for improving teaching as a career. This potential is more fully stated by Corwin:

> ....differentiated work roles can be arranged in such a way as to provide meaningful career ladders for teachers, which should result in more equitable rewards for those most committed to their work. Career ladders may increase

> internal competition among teachers within a particular school, but they would circumvent the "dead end" quality of teaching as it is presently constituted, which seems to have prompted many teachers to leave the classroom. In addition to increasing commitment to teaching in general, career ladders could be used to increase commitment to specific fields within teaching. It soon will be possible to use promotion as a reward for teachers who have been effective in dealing with certain types of problems--working with disadvantaged children, for example --without requiring them to forsake their area of specialization.
>
> It is this characteristic, more than any other, that could transform teaching from a job into a career.
>
> (Corwin, 1969)

The Curriculum Associate position as defined in Eugene includes three distinct functions: teacher, instructional leader, and clinical supervisor. These additional responsibilities require additional compensation. This increase in both the challenges and rewards should provide an incentive to many teachers to increase their commitment to education. It should also increase the attractiveness of teaching--as opposed to administration--as a career and, we think, will improve the instructional program of the school

The creation of the CA position seems to us a sensible resolution to part of the dilemma of merit pay. Teachers have usually resisted efforts to pay one teacher more than another, when they are in adjacent rooms performing the same tasks with a similar number of students. The creation of a new position, that includes leadership as well as teaching responsibilities, provides a real basis for differential pay, and should overcome some of this resistance.

There are several implications and questions that should be considered by both patrons and educators in Eugene about this position in differentiated staffing. The first is whether the CA position can,

or should, be introduced district-wide. The experience gained in the DS Project suggests that a school should not incorporate the CA position into its staff unless it also adopts the unitized structure. Further, it is not now known whether sufficient qualified candidates are available for the positions that would be created. Second, what will happen to staff morale when some teachers are paid more than others? In the five schools where CAs exist, there have been no indications of resentment on the part of other staff members toward this leadership position. However, it should be remembered that in these schools the role has been carefully defined, the Unitized Structure provides the need for this position, and teachers have been involved in the selection of the CA. It is predicted that if new CA positions are created in other schools without the above precautions, similar positive reactions might not prevail.

3. Accommodation of Teaching Assistants

Educators have tried for a number of years to integrate paraprofessional help into the instructional staff. The idea has been attractive for two reasons:

a. Many tasks performed by teachers were considered menial and could be performed by people with less training;

b. Many people who can be trained to work effectively in schools for salaries considerably less than paid professional teachers are available.

Successful integration of paraprofessionals, however, except for aides who do clerical chores, has been rare. It has been difficult

to utilize the talents of paraprofessionals when teachers are working in self-contained classrooms because the isolated position of the teacher in the self-contained classroom makes it difficult to create a good working situation. However, the unit arrangement allows an assistant to be attached and effectively used.

A major question for educators and patrons in Eugene is the extent to which paraprofessionals should be integrated into the instructional program. Some critical decisions must be made as to the ratio of teachers to paraprofessional help that should exist within a school. In particular, two problems must be considered. It is unlikely, given the current financial situation, that communities will be willing or able to add large numbers of paraprofessionals. It is also unlikely that professionals, who have traditionally had to scrape for their share of scarce resources, will accept drastic cuts in the number of teachers to facilitate hiring of teaching assistants.

The DS Project in Eugene is attempting to develop an effective Teaching Assistant Position, as well as collecting data that may serve as answers to the two problems posed. These data will be discussed in Report No. 4.

4. Innovation in Instruction

The last factor to be discussed is one in which we have been particularly interested. It is our belief that staffs in the Unitized, Differentiated Staffing Schools have been more receptive to search out and implement innovative educational ideas. Data collected thus far confirm this belief. A study cited by Coleman suggests who teachers in Unitized Schools with differentiated staffing would show more

receptivity to innovation and change than teachers in the traditional schools.

> One classic study, somewhat relevant to education since it deals with professional practice, concerns the diffusion of the use of a new drug amongst doctors. The findings of the study...are that key personal characteristics are level of training and receipt of medical journals. More important, from a point of view of early adoption of the innovation, is the special factor of office arrangement amongst doctors.
>
> By simply dividing doctors into those who share offices with one or several colleagues and those who have an office alone, we find a considerable difference. The doctors who share offices introduced the drug an average of 2.3 months sooner than their colleagues who practice alone.
>
> The researchers offer two explanations for this finding. The first related to communication. The doctor working in a group situation has surrogates to carry part of the burden of finding out about new developments.
>
> The second concerns professional practice...Introducing a new technique into his practice is always somewhat dangerous for the physician....Because of this, the doctor needs all the reassurance he can get from his fellows to lessen the uncertainty which he faces.
>
> (Coleman, 1970)

An analogy to education can be drawn from this example from the medical profession, and would suggest that innovations in education are hampered by relative isolation of the teacher from colleagues. It is our conviction that the Unitized School with Differentiated Staffing increases communication of new ideas, and encourages mutual support in taking risks, and thus increases the potential for innovation and change in the schools.

RECOMMENDATIONS

Based upon the data collected in the Differentiated Staffing Project, the DS Coordinators recommend that the Board of Education and the Eugene District Administration adopt a policy of permitting and encouraging schools to examine and adopt the Unitized, Differentiated

Staffing Structure. This policy should not require all schools to conform to a specific pattern or model, but it should provide the possibility of another organizational alternative.

The goal of this policy would be to provide elementary school staffs with a well-defined procedure for making decisions about their organization. Each staff would assess its needs, goals, and desires for students. If the staff found that these needs could be better met by the Unitized, Differentiated Staffing Arrangement, it could call on resources within the district to provide information and procedures for implementing the structure.

Further, it is suggested that the process for assessment by each school include the assistance of the Area Director and some district members trained in organizational development, who can help the staff to more effectively assess its commitment and intentions. The data provided in this and forthcoming reports should serve as guidelines for that assessment program.

It is <u>not</u> <u>recommended</u> that every elementary school in Eugene be required to move in the direction of the Unitized, Differentiated Staffing Model. However, the findings of the DS Project can serve as a basis for providing new, alternative, organizational and staffing patterns for elementary schools.

Finally, it is suggested that the direction and coordination of the present project schools, as well as newly entering schools, be assigned to a full-time position in the district. This is recommended to provide clarity of direction, consistency of assessment, and ease of entry for new schools. We believe that it is important that the overall effort continue, at least for one or two years, so that school

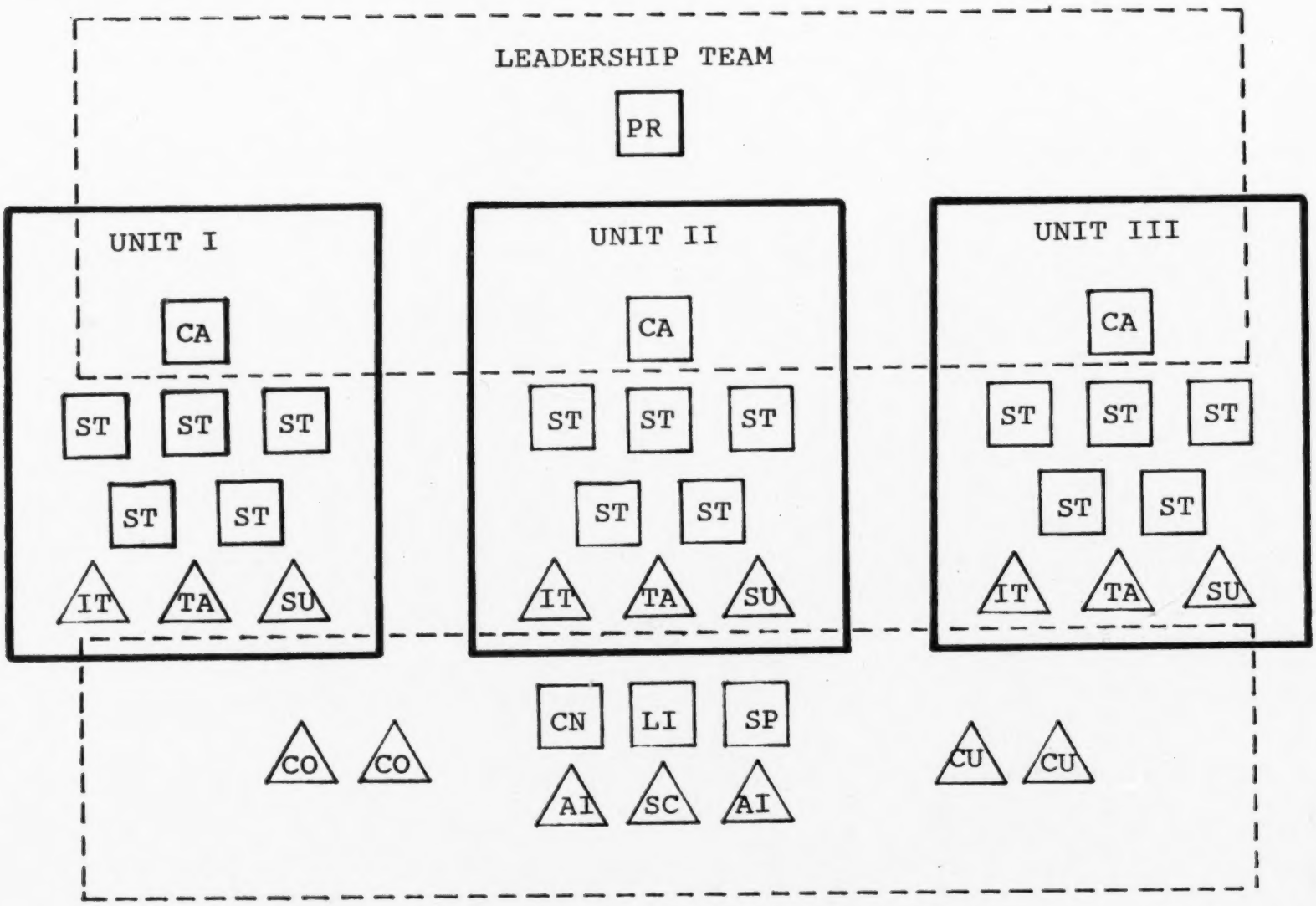
organizational patterns can continue to have some specific guidance, support, and experimentation.

A FINAL REMARK

The Unitized, Differentiated Staffing Structure was introduced and has been maintained to date in the five experimental schools. It is significant that none of the five schools has made any major attempt to change the basic organizational structure. It is even more significant that each school staff has created, designed, and developed its own individual way of implementing that same basic structure. The methods of operation, instructional programs, interpersonal relations, problem-solving procedures, and evaluation of program are unique to each school and each teaching Unit. This uniqueness is considered to be one of the most significant results of the project to this point, and supports the idea that Unitized Structure with Differentiated Staffing is adaptable to the individual needs of many schools, students, and teachers.

Eugene School District 4J
Eugene, Oregon

UNITIZED, DIFFERENTIATED STAFFING ELEMENTARY SCHOOL
Basic Organizational Structure



NOTE: This structure is for approximately 500 students.
Each Unit would contain approximately 150-180 students.

KEY TO SYMBOLS

PR - PRINCIPAL
CA - CURRICULUM ASSOCIATE
ST - STAFF TEACHER
CN - COUNSELOR
IT - INTERN TEACHER
SU - STUDENT TEACHER
LI - LIBRARIAN/MEDIA
SP - SPECIALIST
TA - TEACHING ASSISTANT
SC - SECRETARY
AI - CLERICAL AIDE
CO - COOK
CU - CUSTODIAN

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